

# Assessment & Reporting Policy

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## 1. Rationale

Our philosophy as a School is to ensure that our students are 'equipped with the confidence and skills to believe that they are capable of excellence.' We aim high and promote an ethos of hard work to achieve the very best possible outcomes for every individual. We believe that students can work and achieve well beyond expected levels based on prior attainment and that ability is not fixed. Our firm belief in the unlimited potential of every child is reflected in our unwavering commitment to secure outstanding outcomes for every student.

## 2. Purpose

**2.1 Assessment** is the process of obtaining, analysing and interpreting evidence for review, planning and improvement of learning. It is an essential component of effective classroom practice and is the means by which the progress of students is monitored. It is a tool to inform curriculum planning and learning programmes.

It is intended to support students in the achievement of their learning potential and to develop self-esteem and personal responsibility. It takes place in *a reflective context and involves staff, students and parents.*

**2.2 Reporting** is intended to keep parents well informed as to the academic and pastoral welfare of the students. It is essential in fostering the three-way partnership in education – the student, the parent and the teacher and encouraging parental engagement. It takes three forms; informal, in consultation and written.

### 2.3 Why do we assess

- To define what the student knows, understands and can apply
- To reveal students' strengths and weaknesses
- To ensure early identification of students with additional educational needs
- To inform future planning and target setting
- To ensure continuity and progression
- To communicate accurate information about the student that is useful to teachers, students, parents, and other educational agencies

### 2.4 Effective Assessment --- Assessment is best when teachers:

- Recognise that *all* students can improve, and acknowledge achievements as well as being developmental
- Plan opportunities and strategies to help students to understand the HOW of learning as well as the WHAT
- Appreciate that good assessment is an essential part of the teaching and learning process through reflection, dialogue and action planning
- Are aware of the emotional impact of comments, grades and marks and give regular oral and written feedback that is positive and constructive
- Understand learner motivation by focusing on progress and achievement rather than failure
- Are clear about a learner's areas for improvement and the next steps needed for them to make progress and share these with the learners
- Encourage independent learning by enabling students to take charge of their learning through

developing their skills of reflection, self- assessment and their capacity to identify next steps

- Make it fit for purpose, varied and use it to as a source of information for amendment to long and medium term planning

*A wide range of strategies should be used to gather information e.g. observation, discussion, questioning, checklists, peer and self-assessment.*

### 3. Aims

Through our policy at Knowledge Gate International School (KGIS), we aim to:

- Ensure consistency and continuity of approach to assessment throughout the School
- Ensure best practice is implemented through review and discussion of methodology and latest findings
- Ensure parents and students have a clear understanding about expectations
- Ensure assessment enables all students to develop their potential
- Provide opportunities for parents, students and staff to work in collaboration and understand accountabilities

### 5. Procedures

See individual guidance for KG, Primary & Secondary

#### 5.1 On-entry Observation Period

Admissions Assessment: all prospective students undertake assessments appropriate to the grade to which he/she is applying. In addition, students may undertake an in-class observation in the classroom setting.

On-entry observations will be undertaken for new students within the first two weeks of starting at KGIS, in order to establish current attainment in key curriculum areas. The results will be analysed to provide Information about students with additional educational needs e.g. ELL, Learning Support and G&T. Information will be recorded in *Learning Ladders* and ISAMS.

KG – all students are assessed against the UK EYFS curriculum on an ongoing basis across the key areas of learning using *Learning Ladders* software to support observations of students' progress. Prior to entry into KG1 and KG2 all prospective KG1 and KG2 students undertake a cycle of induction days to ascertain needs and readiness for the school setting.

CAT, NGRT and Cambridge Progress tests will be undertaken at the beginning of the Autumn Term in identified year groups to support in the identification of students' needs.

#### 5.2 Diagnostic Assessment

Staff analyse assessment data for diagnostic purposes to help identify strengths and weaknesses of individual students. Where necessary, teachers may seek more specific diagnostic assessments and analysis of need e.g. SEND staff. Additional assessments will be conducted on

an individual basis.

### 5.3 Formative Assessment

All teachers use formative assessment, linked to *Learning Ladders* mastery outcomes and *KGIS Teacher Trackers*, as an on-going means of evaluating progress in the Core Subject areas. In the core subjects of English, Mathematics, Science and Arabic, students undertake a programme of weekly Cycle Testing in Grades 4-12 to inform planning for progress. Formative assessment allows progress to be monitored, provides motivation for the students and helps inform planning. Sharing learning objectives with students is seen as essential to good formative assessment. Regular diagnostic feedback develops students' awareness of what they are trying to achieve and how they can improve so that the next step can be planned.

### 5.4 Summative Assessment

Summative assessment refers to assessment used at the end of a unit to determine progress against initial attainment. As factors can undermine the reliability of a 'one-off' assessment in a timed test or exam format, staff are encouraged to vary the summative assessment strategies e.g. presentations, projects, speeches etc. Staff will undertake moderation procedures to confirm the validity of results – moderation takes place across year group/subject/phase/School/ Inspired Network and against national and international benchmarks.

Summative assessment could involve:

- Assessment after the end of a topic or after teaching a specific skill or concept
- Phonics Screening Test, Cambridge Progress Tests / Checkpoint Tests, CAT Tests, PASS Tests

Assessment access support will be allocated to those students eligible because of additional educational needs, e.g. reader/writer support.

## 6. Tracking

Internal on-line school tracking systems are to be completed by class teachers for Reading, Writing, and Speaking and Listening, Maths/Number, and Science, Arabic and Islamic. Data will be updated on an ongoing basis, with key checking points at the end of each half term.

## 7. Assessment Evidence

A range of evidence is kept in the form of:

- *Learning Ladders* online tracking for each student in the KG, Primary and Lower Secondary
- Termly MER document
- Teachers' record
- Sample assessments e.g. *Writers' Journey* & writing exemplars
- Subject records
- Test results
- Students' books
- ILPs

- Evidence of targets
- Observation notes
- Record of meetings with parents
- Target sheets
- Peer and self-assessment evidence

## 8. Recording

Recording is consistent and effective when all teachers maintain accurate and useful records pertaining to a student's learning and behaviour. Teachers should:

- Keep detailed records and regularly review students' base line data, their effort, attainment, strengths and areas for development, as well as their completion of classwork and homework, lesson attendance and lesson punctuality. They should make these records readily available to interested parties. *Learning Ladders*, mark books and spreadsheets need to be regularly updated by teachers.
- Use their subject knowledge and records and take into account all relevant criteria when making summative assessments about student attainment.
- Use these records and their schemes of work to plan the learning opportunities for students, and in line with the school's guidelines, prepare reports on students' progress.

## 9. Reporting Assessment

### 9.1 Reporting to students

Feedback on students' learning is most effective when:

- Feedback involves both learners and teachers giving and receiving feedback about the teaching and learning process
- Students are clear about what is expected of them and what they can expect from the teacher. Students should expect the feedback they receive to explain what they have done well, and where and how they can improve. In the Primary phase a 'Think Pink, Go Green' marking system is employed whereby students must regularly respond to next step marking. In the Secondary phase a SIT (Success, Improvement, Try Now) approach is employed. This feedback should be as soon after the completed work as possible
- Learning objectives and learning outcomes are used as the benchmark for the teacher's oral and written feedback. They should be shared and made clear to the students in advance of attempting the task. Learner competences are also used a focus in lessons and in learner dialogue, both oral and written
- Students receive regular and detailed feedback on their learning which is constructive, informative and focused, so that they understand how they are progressing and what steps they need to take to improve. Oral feedback will be the most frequent and interactive form of feedback in their lessons
- Feedback also includes comments from peers and from self-assessment as well as from teachers. Students need to be shown how to assess and evaluate their own and their peers' work.

## 9.2 Reporting to parents

Teachers will take advantage of opportunities for informal parental feedback e.g. involvement in an end of unit review, discussion with parents arising from 'open door' policy, comments on children sharing achievements at assembly and via the Class Dojo and ISAMS, and Student-Led Conferences.

Formal written reports to parents will be made in the course of the year as per the agreed school assessment calendar. Guidance will be given to teachers to ensure consistency and professional standards of communication. Additional discussion is available at parent consultation evenings. In the KG, Primary and Lower Secondary, parents also access the *Learning Ladders* online learning journey for their child to gain a live update on their child's progress at any point during the year.

## 9.3 Reporting for transition

Whether a student is transferring to another class, phase or school, transition reports will be made available to ensure a smooth transfer to the new learning environment.

## 10 Responsibilities

### 10.1 Class and Subject teachers/TAs and LSAs:

- Ultimate responsibility for the assessment of students' work lies here.

### 10.2 Heads of Department are responsible for:

- Ensuring that appropriate assessment activities take place in accordance with this policy and guidelines, for which they have responsibility through a variety of monitoring activities.
- Regularly reviewing and monitoring the impact and effectiveness of assessment activities through discussions with various stakeholders.
- Providing advice and support to staff on assessment strategies, ensuring that there is clear evidence of teacher, peer and self-assessment in students' work.
- Moderation activities, ensuring consistency of approach from all teachers.

### 10.3 Middle Leaders are responsible for standards in assessment through:

- Book scrutiny
- Analysis of on-line tracking data
- Moderation
- Talking to students
- Learning Walks
- Formal lesson observations

They must complete the required pro-forma and feedback on a termly basis, reporting findings back to the Senior Leadership Team at timely intervals.

## **11 Monitoring and Evaluation**

The overall effectiveness of assessment will be monitored and reviewed by members of the Senior Leadership Team and the Assistant Principal for Assessment on a termly basis, to ensure consistency across KGIS and to monitor the impact on student achievement.

There will be an annual review of this policy by the Senior Leadership Team and members of the School Board.